Department of Elementary Education

RDG 398.001 Literacy Needs of Diverse Learners

Fall 2017

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Course Time & Location: TBA
Office Hours: TTH 10:45-2:00
Wed 1-2 Online - Others by appt.
Credits: 2 semester hours
Alt. Email: goundbeth@gmail.com

Prerequisites: RDG 318, RDG 320, RDG 390, and RDG 416; to be taken concurrently with MLG 403.

Section I. Course Description:

An examination of strategies and techniques to differentiate instruction for students across the content areas. It will emphasize working with ELLs, struggling readers, and RTI. An action research project will be conducted to address the needs of struggling learners.

Section II. Intended Learning Outcomes:

http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership, and continued professional and intellectual development.

MLG PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (MLG PLO 4).

Element B: Middle Level Instructional Strategies

- SLO 3.1k MLG-ELA The beginning teacher know and understands that many students develop word analysis skills (including structural analysis) and reading fluency in a predictable sequence, recognizing that individual variations occur.
  **Application of Structural Analysis to content passages**

- SLO 3.4k MLG-ELA The beginning teacher know and understands factors affecting students’ word analysis skills and reading fluency (e.g., home language, learning disability
  **Reading Articles (e.g., for home language: Rasinski et al.’s “Reading Fluency” in Handbook of Reading Research, Vol. IV, pp. 305-306: Fluency and ELLs; e.g., for learning disability: Stanberry & Swanson “Effective Reading Interventions for Kids with Learning Disabilities” at Reading Rockets website or Klingner, Vaughn, & Boardman Teaching Reading Comprehension to Students with Learning Difficulties chapter 1 pp. 3-5: What Do Good and Poor Readers Do Related to Reading**
Comprehension?

- SLO 3.10k MLG-ELA The beginning teacher knows and understands differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas.
  
  **Assessment:** Reading Strategy Morphemic Analysis (from Antonacci & O’Callaghan text)

- SLO 4.2k MLG-ELA The beginning teacher knows and understands reading comprehension as an active process of constructing meaning.

  **Assessment:** Comprehension, Fluency, Vocabulary Quiz (based on section 3 and/or 4 of Antonacci & O’Callaghan text)

- SLO 4.3k MLG-ELA The beginning teacher knows and understands factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary).

  **Assessment:** Comprehension, Fluency, Vocabulary Quiz (based on section 3 and/or 4 of Antonacci & O’Callaghan text)

- SLO 4.5k MLG-ELA The beginning teacher knows and understands the relationship between extensive reading, vocabulary development, and reading comprehension.

  **Assessment:** Reading Strategy Critical Thinking – Student choice (from Antonacci & O’Callaghan Section 6)

- SLO 4.6k MLG-ELA The beginning teacher knows and understands the use of metacognitive skills in reading comprehension.

  **Assessment:** Reading Strategy Critical Thinking (for section 6: Critical Thinking of Antonacci & O’Callaghan text)

- SLO 4.11k MLG-ELA The beginning teacher knows and understands comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks.

  **Assessment:** Reading Strategy Text Structure (for Section 3: Narrative Text Comprehension and Section 4: Informational Text Comprehension of Antonacci & O’Callaghan text)

- SLO 4.14k MLG-ELA The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies.

  **Assessment:** In-class workshop presentation of reading comprehension strategy

- SLO 4.15k MLG-ELA The beginning teacher knows and understands a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).

  **Assessment:** In-class workshop presentation of reading comprehension strategy

- SLO 4.18k MLG-ELA The beginning teacher knows and understands strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams).

  **Assessment:** Reading Strategy Semantic Mapping

- SLO 4.19k MLG-ELA The beginning teacher knows and understands the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students.

  **Assessment:** Create visual presentation (e.g., PowerPoint, Prezi, Glog) to present understanding of reading comprehension of students with different needs (e.g., for
home language: Rasinski et al.’s “Reading Fluency” in Handbook of Reading Research, Vol. IV, pp. 305-306: Fluency and ELLs; e.g., for learning disability: Stanberry & Swanson “Effective Reading Interventions for Kids with Learning Disabilities” at Reading Rockets website or Klingner, Vaughn, & Boardman Teaching Reading Comprehension to Students with Learning Difficulties chapter 1 pp. 3-5: What Do Good and Poor Readers Do Related to Reading Comprehension?

- SLO 4.20k MLG-ELA The beginning teacher knows and understands the use of technology in promoting reading comprehension
  Assessment: Participation in online Literature Circles to explore technology (such as Voice Thread, xtranormal, Wordle) and to discuss how it can be used to promote reading comprehension

Element C: Middle Level Assessment and Data-informed Instruction
- SLO 3.11k MLG-ELA The beginning teacher knows and understands a variety of informal and formal procedures for assessing on an ongoing basis students’ word analysis skills and reading fluency.
  Assessment: Group presentation (e.g., apply concepts from chapter 5: Differentiating Assessments in Chapman & King’s Differentiated Instructional Management: Work Smarter, Not Harder to knowledge of word analysis skills and reading fluency)
- SLO 4.21k MLG-ELA The beginning teacher knows and understands a variety of informal and formal procedures for monitoring and assessing students’ reading comprehension and instructional practices to meet individual students’ needs
  Assessment: Add assessments and instructional practices to Lesson Planning Kit
- SLO 8.1k MLG-ELA The beginning teacher knows and understands the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories)
  Assessment: Administer an Informal Reading Inventory (IRI)
- SLO 8.2k MLG-ELA The beginning teacher knows and understands formative and summative uses of assessment
  Assessment: Quiz (Section 5 of Chapman & King text)
- SLO 8.4k MLG-ELA The beginning teacher knows and understands how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS)
  Assessment: Group presentation (e.g., apply concepts from chapter 5: Differentiating Assessments in Chapman & King’s Differentiated Instructional Management: Work Smarter, Not Harder to knowledge of word analysis skills and reading fluency)

Element D: Technology Applications for Beginning Teachers

- SLO 1.3k MLG-ELA (or would this be ITSE) Candidate will know how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology.
  Assessment: Reading Strategy Assignment
- SLO 1.3s MLG-ELA Candidate will analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product.
  Assessment: Strategy Workshops
SLO 1.4s MLG-ELA Candidate will apply prior knowledge to develop new ideas, products, and processes.

Assessment: Reading Strategy Assignments

SLO 2.1k MLG-ELA Candidate will know how to design and format digital information for appropriate and effective communication.

Assessment: Strategy Workshops

SLO 2.4k MLG-ELA Candidate will know how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.

Assessment: Group Presentation

SLO 2.3s MLG-ELA Candidate will employ technological collaboration such as sharing information through online communications to complete tasks.

Assessment: Literature Circle Discussions

SLO 2.5s MLG-ELA Candidate will use technology in self-directed activities to create products for and share products with defined audiences.

Assessment: Literature Circle Discussions

SLO 3.1k MLG-ELA Candidate will know how to use strategies for acquiring information from electronic resources in a variety of formats.

Assessment: Class Warmups

SLO 3.3s MLG-ELA Candidate will know how to access and use online help.

Assessment: Reading Strategy Assignments

SLO 4.7s MLG-ELA Candidate will know to transfer current knowledge to the learning of newly encountered technologies.

Assessment: Class Warmups

SLO 5.5s MLG-ELA Candidate will understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media.

Assessment: Literature Circle Assignments

SLO 7.6k MLG-ELA Candidate will recognize strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

Assessment: Reading Strategy Assignments

SLO 7.1s MLG-ELA Candidate will use a range of instructional strategies for individuals and small/whole groups to plan applications-based technology lessons.

Assessment: Strategy Workshops, Group Presentation

SLO 7.10s MLG-ELA Candidates will use a variety of instructional strategies to ensure all students’ reading comprehension of content-relates texts, including helping students link the content of texts to their lives and connect related ideas across different texts.

Assessment: Group Presentation

Section III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review the SFASU College of Education’s Conceptual Framework:

http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/
ASSIGNMENTS
Assignments will be given to enhance the teacher candidate’s understanding of ways to meet the literacy needs of diverse learners. Quizzes/assessments will be completed in D2L, and assignments will be submitted via D2L. Additionally, some assignments will be completed in class. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises; this is also the case for discussions, quizzes, projects, and other course work.

- **Warm-Ups and Strategy Participation** (50 points) – Students will create various products that reflect class topics and models of instructional and comprehension strategies they will later use with students in the classroom. They will include, but are not limited to: Bell Ringer Activities, Google Doc Assignments, Admit Slips, Exit Slips, and Socratic Seminars. These would be turned in through D2L or in class after the activities.

- **Structural Analysis Activity** (25 points) – Students will apply the structural analysis strategy to a book that you are reading. You will select a passage from the book and will specify the page number and paragraph number; you will then complete the structural analysis strategy using the selected text. You will submit your completed strategy via D2L.

- **Informal Reading Inventory** (25 points) – Students will administer an informal reading inventory (IRI). As part of the IRI administration, you will complete a running record (including miscues), to calculate accuracy rate. You also will record a literal and inferential retelling. You also have the option to ask your participant to write a summary response. You will submit your IRI materials via D2L.

- **Semantic Mapping Activity** (25 points) – Students will apply the semantic mapping strategy to a book that you are reading. You will select a passage from the book and will specify the page number and paragraph number; you will then complete the semantic mapping strategy using the selected text. You will submit your completed strategy via D2L.

- **Reading Strategies** – Students will apply the Reading Comprehension Template to these four strategies. This template will provide students the purpose of the strategy, as well as how to differentiate for diverse learners.

  - **Interactive Think-Aloud** (25 points) – Students will complete an Interactive Think-Aloud to a text of choice. Apply the Reading Strategy Template to the assignment in Dropbox.

  - **Text Structure Strategy** (25 points) – Students will apply a Text Structure strategy to assist future students with comprehension of informative text. Apply the Reading Strategy Template to the assignment in Dropbox.

  - **Question the Author** (25 points) – Students will apply Question the Author for differentiation of the classroom environment. Apply the Reading Strategy Template to the assignment in Dropbox.

  - **Three Level Reading Guide** (25 points) – Students will create a Three-Level Reading Guide to assist their future students with critical thinking. Apply the Reading Strategy Template to the assignment in Dropbox.
- **Reading Comprehension Strategy Workshops Presentation** (3 X 10 points) – Students will create a presentation to teach three of the six Reading Comprehension Strategies. Your presentation should include an overview of the strategy. You will select a TEKS related to grades 4-8 and will base your presentation on teaching the selected TEKS. You also will select a brief passage of text that you will include in your presentation, if you didn’t already use one when creating your strategy. As part of your presentation, you will model the strategy and apply it to the TEKS and text you have selected.

- **Group Presentation** (80 points) – Students will work with a group to create a presentation that applies the information from chapter 5 of the *Differentiated Instructional Management* to the concepts of word analysis and reading fluency. This presentation will showcase your knowledge of the variety of informal and formal procedures for assessing on an ongoing bases students’ word analysis and reading fluency skills. Students will also reflect on their individual teaching and evaluate their group members.

- **Literature Circle Assignments** (50 points) – Students will read a young adult novel as part of a literature circle. In class, your book group will meet to discuss the book, with different members leading discussion. You also will complete out-of-class journal activities related to your book. After participating in the literature circle, you explore several digital tools (e.g., Wordle, xtranormal, gaming, Google Docs) and will write a reflection discussing how such digital tools could be used to promote reading comprehension. You will submit this reflection via D2L.

**QUIZZES**

These quizzes will include information presented in the course textbooks and covered within the course. Each quiz will be completed within D2L. Please pay careful attention to the window of availability (start date and time/end date and time) and make sure to complete each quiz when it is available. Once the quiz has closed, it will not be reopened. If you do not complete the quiz during the window of availability, a grade of zero will be earned. Please plan ahead in case of technical difficulties. If you experience trouble with D2L while attempting to access, complete, or submit a quiz, please call OIT at 936-468-1919. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing a quiz; in the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the professor ahead of time, you must contact the instructor via D2L email within 24 hours of missing a quiz to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to make up a missed quiz, in which case a grade of zero will be earned. Only one (1) attempt is allowed for each quiz; there are no “re-do” opportunities.

- **Syllabus Quiz** (10 points) - This quiz covers information presented in the course syllabus and should be completed the first week of class.

- **Vocabulary, Fluency, and Comprehension Quiz** (10 points) – This quiz focuses mainly on material in Sections I, II, III, and IV of the *40 Strategies* textbook.

- **Assessment Quiz** (10 points) – This quiz focuses mainly on material in chapter 5 of the *Differentiated Instructional Management* textbook and assigned readings related to language assessment tools.

**FINAL EXAM**

The final exam follows a format similar to that of the course quizzes. The final exam is cumulative and
focuses mainly on information presented in the 40 Strategies and Differentiated Instructional Management textbooks. Only one (1) attempt is allowed for the final exam; there is no “re-do” opportunity. Please pay careful attention to the window of availability (start date and time/end date and time) and make sure to complete the final exam when it is available. Once the final exam has closed, it will not be reopened. If you do not complete the exam during the window of availability, a grade of zero will be earned. Please plan ahead in case of technical difficulties. If you experience trouble with D2L while attempting to access, complete, or submit the final exam, please call OIT at 936-468-1919. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the exam; please be aware that since the final exam is scheduled for the last week of the semester, there may not be time to make up the final exam if it is missed. Please be aware that you may be asked to provide documentation of the extenuating circumstance ahead of time and that the instructor reserves the right to not grant an opportunity to reschedule the final exam, in which case a grade of zero will be earned.

- **Final Exam** (50 points) – This exam follows a format similar to that of the course quizzes and is cumulative.

5 bonus points will be awarded for completion of the course evaluation. This will allow for a maximum final grade of 505 out of 500 points.

**Section IV. Evaluation and Assessments (Grading):**

Grading Scale:

A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)

Please note that grades will not be rounded up. (For example, a final score of 89.5 points out of 100 [89.5%] will be entered as a B).

Professionalism: You are expected to show initiative and to actively participate in this course. You are expected to have a professional demeanor that is evidenced through assignments, written and verbal communication, and interactions with the instructor and classmates. Work is to be professional, neat, and of the quality and integrity expected of a future teacher. Proper spelling, grammar, punctuation, etc. are to be used in assignments, the discussion board, email, and any other course communication. Correspondence (whether by e-mail, in writing, over the phone, by fax, etc.) is expected to be professional.

- All course work (including but not limited to discussion board postings, activities, quizzes, and tests) must be completed and submitted on time.
- Missed work may result in a grade of zero.
- Plan ahead – work ahead of deadlines so that you have a ‘buffer’ in the event of computer issues or other difficulties. A computer issue does not constitute an extenuating circumstance.
- Professional tone and the use of Standard English is expected in all communication (including but not limited to discussion postings and emails).

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester.

**Section V. Readings:**
Required Textbooks


3. One of the following YA novels. (Required, sign up under Communication Tools, Group

   Mango Shaped Space    Staying Fat for Sarah Byrnes    Tears of a Tiger    Slammed


COURSE REQUIREMENTS

1) 1 syllabus quiz
2) 1 informal reading inventory (IRI)
3) 1 reading reflection
4) 1 written reflection
5) 1 visual presentation
6) 1 structural analysis assignment
7) 1 semantic mapping assignment
8) multiple in-class book group discussions and journal entries
9) 1 book club technology reflection
10) 2 content quizzes
11) 1 group presentation
12) 1 mini-lesson presentation
13) 5 reading strategy assignments with assessment information
14) 1 action research project
15) 1 final exam
16) daily warm-up activities and frequent strategy participation
17) course evaluation (for bonus points)

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester.

Section VI. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

5 bonus points will be awarded for completion of the course evaluation.

Section VII. Student Ethics and Other Policy Information:

Attendance
Attendance to class is expected. Teacher candidates are expected to arrive on time for class and to stay in class until dismissed by the instructor. Leaving early may count as a tardy or an absence. It is expected that absences and tardies be minimal. An excused absence is determined by the university instructor. Documented personal illness, documented immediate family illness, SFASU excused athletic events, and immediate family death are examples of excused absences. Documentation must be provided to the instructor before an absence can be categorized as excused. Absences and tardies may result in points lost for in-class activities and assignments missed.

Additionally, after two unexcused absences, a teacher candidate may be referred to the department Program Continuation Committee. In the event of an extended illness or hospitalization, it is the responsibility of the teacher candidate to communicate with the instructor to make arrangements. More than three documented excused absences will result in a meeting between the teacher candidate and instructor. It is the responsibility of the teacher candidate to schedule exams (e.g., TExES PPR), work schedules, class schedules, personal needs, etc. around the course to avoid absences and tardies. Three tardies or if you leave early three times, will result in one absence.

Students with Disabilities
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325,
468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

**Academic Integrity**
In an online course integrity is of utmost importance. This course is designed to educate you and help you in your understanding of English language learners. In order to learn the material YOU, and YOU alone, should complete the reading, assignments, discussions, quizzes, etc.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**
Classroom behavior (including online behavior) should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Section VIII. Other Relevant Course Information:**

**Assignment Policy** Students must read all assignments and be prepared to participate in class discussions. All students are expected to complete assignments on or before the due date shown in the course timeline. Late work receives zero (0) points. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur. Students are also expected to
Professionalism — Each candidate is expected to fully participate in the course and to demonstrate professionalism in demeanor and attitude. Candidates demonstrate professionalism by:

- Maintaining regular class attendance/avoiding absences, tardies, leaving the room during class;
- logging into D2L frequently to submit work and read course announcements;
- reading the course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL COURSEWORK by the due date and doing so independently (late work does not receive credit);
- participating intelligently in class discussions (e.g., providing evidence of deep thought, mastery of content knowledge, and academic discourse);
- displaying an attitude of respect for classmates and professor;
- ensuring that written work is free of spelling, grammatical, and other errors and adheres to APA format and Standard English;
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

Nondiscrimination — “No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in, or be denied the benefits of, employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005)

Work Policies —

- Late Work — Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy — The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy — Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments. Refer to Section III of the course syllabus for additional information.

Email communication - When you email me, remember that you are emailing a professor—look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 48 hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. I may not check email on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email each day we have class so that you do not miss course information and announcements.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due TBA. If you have a history of criminal activity, you may not be allowed to
complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.
Course Timeline

(*Please note: This timeline is tentative and may change. If due dates, assigned readings, assignments, or other information changes, the instructor will notify students in class and via D2L).

*DCAL= 40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy textbook
*DIM= Differentiated Instructional Management textbook
**Textbook and article readings are due at the beginning of the week – Tuesdays, assignments will be due at the end – Thursday, Friday, or Sunday.

<table>
<thead>
<tr>
<th>Date</th>
<th>D2L Module</th>
<th>Assigned Readings</th>
<th>Work that is Due/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>Class Warmups/Exit Slips Strategy Participation 5 X 10</td>
<td>DCAL DIM Articles in D2L Access to 4-8 text; textbook of your content, YA novel (can be the one for this class), accessible text.</td>
<td>Each class will involve a warm-up activity to complete at the start of class, along with in-class writing and strategy practice. Examples – Bell Ringers, Exit Slips, Socrative Quiz, Poll Everywhere, Kahoot, Twitter</td>
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<tr>
<td>Aug 29-31</td>
<td><strong>Module Intro</strong></td>
<td>Syllabus and Timeline -LiveText -Reading Strategy Assignments -Informal Reading Inventory</td>
<td>Syllabus Quiz – Due 9/3 Read articles #3 and 4 in Mod Intro. By Thursday class Everyone in the group work on the Google Doc. This will be turned in at the end of the semester to the Dropbox.</td>
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<tr>
<td></td>
<td>Module 1 Vocabulary</td>
<td>Read DCAL Section I by 9/5</td>
<td>#1 Vocabulary Strategy w/Template Due 9/7</td>
</tr>
<tr>
<td>Sept 5-7</td>
<td>Module 2 Fluency &amp; Informal Reading Inventories</td>
<td>Read DCAL Section II by 9/12</td>
<td>#2 Fluency Strategy w/Template Due 9/14 -Informal Reading Inventory Due 9/17</td>
</tr>
<tr>
<td>Sept 12-14</td>
<td>Module 3 Comprehension of Narrative Text</td>
<td>Read DCAL Section III by 9/19</td>
<td>#3 Narrative Strategy w/Template Due 9/21</td>
</tr>
<tr>
<td>Sept 19-21</td>
<td>Module 4 Comprehension of Informative Text</td>
<td>Read DCAL Section IV by 9/26</td>
<td>#4 Informative Strategy w/Template Due 9/28 -Quiz Vocabulary, Fluency, Comprehension – Due 10/</td>
</tr>
<tr>
<td>Dates</td>
<td>D2L Modules</td>
<td>Assigned Readings</td>
<td>Work that is Due/Dates</td>
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<td>Oct 3-5</td>
<td><strong>Module 5</strong> Critical Thinking</td>
<td>Read DCAL Section VI</td>
<td>#5 Critical Thinking Strategy w/Template <strong>Due 10/5</strong></td>
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<tr>
<td>Oct 10-12</td>
<td><strong>Module 6</strong> Writing in the Content</td>
<td>Read DCAL Section VII</td>
<td>#6 Writing Strategy w/Template <strong>Due 10/12</strong></td>
</tr>
<tr>
<td>Oct 17-19</td>
<td><strong>Module 7</strong> Digital Tools</td>
<td>Read DCAL Section V</td>
<td><strong>-LC Discussion Week 1 – Due 10/19</strong></td>
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<td>Literature Circle Discussion and Assignment</td>
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<td>Oct 24-26</td>
<td><strong>Module 8</strong> Differentiated Learning Environment</td>
<td>Read DCAL Ch 16, DIM Ch 1&amp;2, 6</td>
<td><strong>-LC Discussion Week 2 – Due 10/26</strong></td>
</tr>
<tr>
<td>Oct 31-Nov 2</td>
<td><strong>Module 9</strong> Grouping</td>
<td>Read DIM Section 3</td>
<td><strong>-LC Discussion Week 3 – Due 11/2</strong></td>
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<td><strong>-Tuesday - work on your comprehension groups at your choice location – Send pic of time and place to D2L</strong></td>
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<tr>
<td>Nov 7-9</td>
<td><strong>Module 10</strong> Planning -</td>
<td>Read DCAL Section VIII</td>
<td>Literature Circle Discussion Week 4 and Reflection – <strong>Due 11/9</strong></td>
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<tr>
<td>Nov 14-16</td>
<td><strong>Module 11</strong> Assessment</td>
<td>Reading DIM Section 5</td>
<td>Assessment Quiz – <strong>Due 12/1</strong></td>
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<td>Thanksgiving Break M-F</td>
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<td>Nov 28-30</td>
<td>Differentiated Reading Comprehension - Group Presentations</td>
<td>Bring information and texts to class for group work</td>
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<tr>
<td>Dec 5-7</td>
<td>Reading Comprehension Presentations</td>
<td>Final Exam – available from 12:01am Friday, December 8 until 11:30 pm</td>
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